THE CORRELATION BETWEEN STUDENTS' SCANNING TECHNIQUE AND THEIR READING COMPREHENSION ON REPORT TEXT

Nurdiana [1], Afrizal [2], Cleofatra Utami [3]

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

nurdiana@uin-suska.ac.id [1]*, afrizal.msi@uin-suska.ac.id [2], cleofatrautamii69@gmail.com [3]

ABSTRACT

This research was to investigate the significant correlation between students' scanning technique and their reading comprehension. The design of this research was quantitative research. The total number of population was 120 students which consisted of 4 classes. The researchers took 30 students in one class by using random sampling as the technique for choosing the sample.. In collecting data, researchers used scanning tests and reading comprehension tests. For analyzing the data, researchers used descriptive statistics, simple linear regression analysis and the Pearson product moment correlation formula. Data were analyzed using the SPSS program. Based on the research results, it is known that the average score for scanning techniques is 75.00. while the average students' reading comprehension score was 80.00. By using simple linear regression analysis via SPSS 23.0, researchers found that there was a low relationship between students' scanning technique and reading comprehension of report text. The categorized as moderate correlation with a coefficient of 0.481.

KEYWORDS: Correlation, Scanning technique, Reading Comprehension

1   INTRODUCTION

Reading is one of the skills in English. Reading is a very important component in teaching and learning English. Reading is needed to be mastered by all people in the world, because by reading we will be able to know many knowledge and information throughout the world. Pertaining to Mikulecky (2007), reading is a complex activity that involves a wide variety of skills. Through reading, people can expand their knowledge more about vocabulary and structure in academic texts. Maxom (2009,160) states that reading is one of the most important skills in language learning because it reinforces students' abilities in speaking, listening, and writing.

Reading can affect the other English skills. For example, when someone wants to make an academic writing, then he must definitely find information about what he will write as much as possible. It will only be obtained by reading. Because, Martin (2004) said that by reading, you can infer the information and can to comprehend what the information include there with specific evidence and clues. In addition, when someone who wants to speak up in public speaking but it does not know what to say,

then it certainly look for the information about the material will be discussed in order to have ideas to speak.

Nowadays, many people are lazy to read books. Someone who is lazy to read causes a reduced level of understanding in reading. Therefore, if someone who are lazy to read books, automatically they will be difficult to comprehension the texts of book. Comprehension is an important thing in reading. If someone does not know how to find ideas in reading text, it cannot get information about the reading. The aim of reading is comprehension. It means that, to comprehend the text, we needed to read and combining the information with their own ideas that has meaning based on the texts. Mikulecky in Linda (2007) states that reading comprehension involves specific thinking processes. It means that to get the information in the text, we must know meaning and understanding contain of the text.

According to Harmer (2007) For specific pieces of information they are seeking for (like, for instance, when we look for a phone number, what's on television at a certain time, or quickly scan an article looking for a name or other detail). They don't have to read every word and line thanks to this ability; on the contrary, doing so might prevent them from successfully scanning. According to Maxwell (1970) states with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses.

The ability to locate specific facts and details quickly is regarded as a desirable reading skill and is taught in most development reading courses, according to Maxwell (1970), who states that with this scanning, the students look for specific information within a text such as dates, names, and places, among others. Based on Nuttal in Umar (2016) that the reading strategies that have been created include searching for information while reading, skimming, scanning, talking about what you read, asking questions, and assigning readings.

According Umar (2016) there are Advantages in Scanning techniques
1.   Scanning help the students finding the locate specific information.
2.   Scanning help the students to follow the linearity of the passage.
3.   Scanning help the students using the time efficiently.

Based on the statement above, reading by using scanning technique can help the students to get information from the book and the students can used the time efficiently. At senior high school, 2013 curriculum has been implemented from the year 2013 till now. The curriculum implemented from 10th grade until 12th grade. 2013 curriculum applied to all subjects in the school. English is one of the subjects who implement the 2013 curriculum. Because of the goal of reading is comprehension, the 2013 curriculum provides reading as one part that must be taught and learned in high school which stated,"2013 curriculum is focusing on achieving students' competencies and character building." By implementing this curriculum, teachers can find out how understand the students about the English language and can help students to apply English language through their activities.

Based on preliminary interview with the English teacher, who stated that the students have learned the reading technique, including the scanning technique. However, many students often have problems when they are do the exercises of reading. Besides, when they are answering the question of test or others, they feel difficult to answer it. Actually, the main problem is the laziness of doing reading activity. Many students feel shy when the teacher asks them to read the books and lazy to read the text in the paper test. In addition, the students do not comprehend the meaning of the text. This situation makes the lack of time working the task given. Then, some of the students have a lack of vocabulary and make them lose a lot of time to read text, even they use dictionaries to find out the meaning of unknown words. Sometimes, they just focus on difficult words in the text and spend many times getting the meaning. Other phenomena, most of students rarely understand what the text contents and only guessing the answer. Finally, the average of students' English score are under the passing grade.

Based on the phenomena stated above, the researches formulated the research questions as follow: "How are the students' scanning technique?, How are the students' reading comprehension on report text?, and Is there any significant correlation between students' scanning technique and their reading comprehension?

As the research gap of this research, the researchers have learned the previous studies. Yanti Kristina Sinaga (2019) entitle: The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematang Siantar. This study has done deal with descriptive quantitative method. Abdul Hadi Setiawan (2019) entitled: The Use of Skimming and Scanning Techniques in Reading Comprehension For TOEFL. The present research was conducted to investigate the influence of skimming and scanning techniques in improving students' reading comprehension for TOEFL, especially to build the students' critical thinking in learning reading comprehension. Asriana Zainal Abidin (2020) entitle: Students' Reading Comprehension through Scanning Technique. This article reviews how scanning technique contributes to reading comprehension. Nur'aini (2016) This research which is entitled "The Effectiveness of Scanning Technique on Students' Reading of Recount Text". It aims to find out whether scanning technique is effective in increasing students' reading skill. And finally, Eka Andriyani (2018) entitle: Improving Eleventh Grade Students' Ability in Comprehending Report Text Through Skimming and Scanning Technique at Sman 2 Tebo.

There were lots of studies has examined the effectiveness and the use of skimming and scanning, the implementation of them, and how the skimming and scanning studied. Thus, this study gives different approach on the way of skimming and scanning conducted as a research topic. The previous studies are conducted in quantitative and qualitative way, and also through mix-methods. By considering these previous studies, the researchers tried to focus on conducting the research related to the correlation between students' scanning technique and their reading comprehension especially on report text.

2   METHODOLOGY

This research used quantitative research. Quantitative research is research uses measurement and analysis of numerical data to explain phenomena"(Ary: 2002 p.22) The design of this study is conducted using a

correlational method. According to Creswell (2008, p.60), correlational research design is a quantitative research technique in which researchers assess the strength of the relationship (association) between two or more variables or sets of scores.

Correlation research has a goal to identify variables that have a relationship with other variables. There are two variables investigated in this study, where the independent variable is students' scanning technique (X) and the dependent variable is reading comprehension of report text (Y).

The population of this research was the eleventh grades of Telkom vocational high school Pekanbaru. According to Creswell (2012, p. 142) population is a group of individuals who have the same characteristic. The total population of the eleventh grades students in Computer and Network Engineering major is 120 students from four classes. Then the sample of this research was 30 students. The detail of the population of this research can be seen in table 1 as follows:

Table 1. The Total Population

Class	Students'
11 TKJ 1	28
11 TKJ 2	32
11 TKJ 3	28
11 TKJ 4	32
Total	120

The researchers used simple random sampling technique to take the sample. Arikunto (2016: 104) state that if the population is greater than 100 people, then 10%-15% or 20%-25% of the total population can be taken. As a result, the researcher takes 25% of total population which consist of 30 students divided from each number of classes. The researchers randomly take 30 students.

Table 2. The Sample of the Research

Class	Students'	Sample
TKJ 1	28 x 25%	7
TKJ 2	32 x 25%	8
TKJ 3	28 x 25%	7
TKJ 4	32 x 25%	8
Total		30

The researchers used two techniques of Collecting the data.

1.   Scanning Technique Test

Gebhard (1996, p.203) states that scanning is a technique quick reading to locate

specific information. For examples, we scan telephone books, catalogs, dictionaries, basically any source in which we need to locate specific information.

Scanning technique test can be seen when the students need to draw the clock based on the time stated in the text, meaning that the students need to find the specific information, which is the information about time in Winnie the Pooh text to be able to draw the time in clock picture and this, is the application of scanning. Then, the teacher also planned to ask students to find main idea of the text, which means the students need to get a whole idea of the text in a short time, which can be seen as implementation of scanning technique.

2. Reading Comprehension Test

This research was multiple choice test consisting of 30 questions. This test was used to investigated the students' reading comprehension. Test is one of tools used for collecting data. In line with Arikunto (2006) who states that test is a method for measuring the ability of the object.

For analyzing the data, the researchers used the formula:

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2)\} - (\sum x^2)(n \sum y^2) - (\sum y^2)}}$$

r_{xy} = Coefficient correlation Pearson-product moment
N = The number of subjects
Y = The students' reading ability as the product moment dependent variable
$\sum x$ = The sum of the X score
$\sum Y$ = The sum of the Y score
$\sum XY$ = The sum of the X and Y

3 RESULT AND DISCUSSION

A. Result

1) Students' Scanning Technique test

Table 3. The Recapitulation of Scanning Technique Test

No.	Student's	Score
1	Student 1	67
2	Student 2	70
3	Student 3	78
4	Student 4	75
5	Student 5	72
6	Student 6	80
7	Student 7	78

8	Student 8	80
9	Student 9	78
10	Student 10	85
11	Student 11	70
12	Student 12	65
13	Student 13	77
14	Student 14	80
15	Student 15	85
16	Student 16	50
17	Student 17	90
18	Student 18	83
19	Student 19	66
20	Student 20	75
21	Student 21	82
22	Student 22	75
23	Student 23	68
24	Student 24	75
25	Student 25	80
26	Student 26	90
27	Student 27	87
28	Student 28	80
29	Student 29	66
30	Student 30	53
	Total	2260
	Mean	75

The table above shows the data of students' scanning technique test with total score was 2260 and the mean score was 75.

2) Student's Reading Comprehension in Report Text

The researcher used test to collecting the data of students' Reading Comprehension. The score of the test can be seen in the table below.

Table 4.
The Recapitulation of Reading Comprehension Test

No.	Student's	Score	Grade / Category
1	Student 1	55	Less
2	Student 2	71	Good
3	Student 3	79	Good
4	Student 4	65	Sufficient

5	Student 5	72	Good
6	Student 6	81	Very Good
7	Student 7	75	Good
8	Student 8	81	Very Good
9	Student 9	76	Good
10	Student 10	88	Very Good
11	Student 11	88	Very Good
12	Student 12	64	Sufficient
13	Student 13	76	Good
14	Student 14	88	Very Good
15	Student 15	95	Very Good
16	Student 16	50	Less
17	Student 17	89	Very Good
18	Student 18	80	Very Good
19	Student 19	65	Sufficient
20	Student 20	78	Good
21	Student 21	80	Very Good
22	Student 22	90	Very Good
23	Student 23	90	Very Good
24	Student 24	78	Good
25	Student 25	88	Very Good
26	Student 26	88	Very Good
27	Student 27	88	Very Good
28	Student 28	65	Sufficient
29	Student 29	88	Very Good
30	Student 30	90	Very Good
TOTAL		2361	
MEAN		78.70	

The table above shows the data of students' scanning technique test with total score was 2361 and the mean score was 78.70.

3) *Correlation Between Students' Scanning Technique and their Reading Comprehension*

Table 5.
Correlation between Students' Scanning Technique and their Reading Comprehension

		Scanning Technique	Reading Comprehension
Scanning Technique	Pearson Correlation	1	.481**
	Sig. (2-tailed)		.007
	N	30	30
Reading Comprehension	Pearson Correlation	.481**	1
	Sig. (2-tailed)	.007	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

H_a : sig.2 tailed < 0.05
H_0 : sig.2 tailed > 0.05
H_a : there is significant correlation between scanning technique and reading comprehension.
H_0 : there is no significant correlation between scanning technique and reading comprehension

Table 6. The Index of Correlation Coefficient

No.	Coefficient Interval	Level of Correlation
1	0.800-1000	High Correlation
2	0.600-0.800	Sufficient Correlation
3	0.400-0.600	Fair Correlation
5	0.200-0.400	Low Correlation
6	0.000-0.200	Very Low Correlation

(Agunbiade, Ogunyinka, 2013)

To determine any significance Correlation between Students' Scanning Technique and Their Reading Comprehension in Report Text at Telkom Vocational High School Pekanbaru, Pearson correlation was conducted in this research. The researcher used Pearson correlation because the data are normally distributed. After analyzing, the data by using Pearson correlation from 30 respondents was found the correlation between two variables (idioms mastery and reading comprehension). Moreover, the researcher gotten result of the research was r_{xy} 0.481, significant (2-tailed) 0.007, and the number of subjects 30.

Based on the table correlation coefficient above, it was known that the value of $r_{xy}=0.481$. It will be categorized by using coefficient correlation criteria above. It is know that 0.481 was classified interval 0.200 – 0.400 on the **fair correlation.**

From the findings and the discussion above, the researchers concluded that there was **fair correlation** between scanning technique and their reading comprehension in Report Text at Telkom Vocational High School Pekanbaru. Therefore, the null Hypothesis (H_0) was rejected and the alternative hypothesis (H_a) could be accepted.

B. Discussion

The last part is the discussion of the research result. Based on the previous detail explanation, it was indicated that there is any significant correlation between students' scanning technique and their reading comprehension in report text at telkom vocational high school pekanbaru. To determine the significance Correlation between Students' Scanning Technique and Their Reading Comprehension in Report Text, Pearson correlation was conducted in this research. The researchers used Pearson correlation

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4   CONCLUSION

This research purpose was to find out whether there is a significance correlation between student' scanning technique   and their   reading comprehension of report text at Telkom Vocational High School Pekanbaru. Based on the data on the previous explanation, the researchers concluded that:

1. The results of scanning technique High School Pekanbaru is categorized sufficient, with mean score 75.00.
2. The results of students' their reading comprehension of report text is categorized good, with mean score 80.00.
3. There was low correlation between students' scanning technique and their reading comprehension of report text at Telkom Vocational High School Pekanbaru.is categorized fair correlation with Coefficient 0.481

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